TEACHER LEADERSHIP

PGES

EQUITY

TITLE II

PROFESSIONAL LEARNING

April 2016

Teacher Edition

NGP Hot Topic

Preparing for Summative Conferences

The Professional Growth and Effectiveness System (PGES) exemplifies continuous growth through the summative conference process. Sources of evidence completed throughout the year inform professional practice ratings; the self-reflection, professional growth plan, observations and student voice survey are the primary evidences along with additional district approved evidences that are reflected in the district Certified Evaluation Plan (CEP). The conversation between the principal and teacher will focus on pedagogical practices as grounded in the Kentucky Framework for Teaching and provide actionable feedback that deepens a teacher's impact on students' learning.

Reminders and recommendations:

- Ensure that the summative process promotes growth and continuous improvement
- Complete the Student Growth Goal (SGG) process and determine the level of overall growth (Step 5 of the SGG process)
- Adhere to summative timelines and processes established in the district CEP

The Professional Growth and Effectiveness System (PGES) webpages contain many resources for teachers to reference during the summative process.

(DE Quick Links:

Equity webpage

Title II webpage

Professional Learning webpage

Teacher Leadership webpage

PGES webpages

EDS webpage

@KyPGES

@KyTeacherLeader @KyDeptofEd

KDE Facebook page

Teacher's Corner

Flexible/hybrid roles for teachers

All schools and districts utilize the expertise and strengths of teachers in the building but creating flexible or hybrid roles can allow teachers to offer professional learning experiences, provide mentoring and coaching, and lead Professional Learning Communities (PLCs).

Leadership Framework and this Kentucky Teacher article from Teacher Leader on Special Assignment, Katrina Boone, Katrina.Boone@education.ky.gov.

For ideas, use the Kentucky Teacher

Teachers have long voiced concern that one

Action research in schools

size fits all professional learning typically does not equip them with effective strategies or energize their practice. Conversely, action research can offer an effective and inexpensive way to learn, implement, and reflect on the efficacy of research-based practices. It also can encourage colleagues to work together and share ideas.

today, Dr. Gunter?' to see how Dr. Angela Gunter, Angela.Gunter@education.ky.gov, puts this idea to work in her classroom, including her students as researchers in the process.

Read 'So, what theory are we going to test

Infinite Campus (IC) administration of Student Voice Surveys

Student Voice Update

Student Voice Survey administration through IC concluded on March 4. Data results for the second reporting period are now accessible in the Educator Development Suite (EDS). Survey

results also may be obtained in the new Teacher Results report within IC, including response scores for each question and an overall calculation for each of the seven constructs. For more information, contact Joyce Richards, joyce.richards@education.ky.gov.

OPGES Student Voice (SV) Survey questions now available

ular student interaction. The timeline for completion is defined in the district Certified

of the Professional Growth and Effectiveness System (PGES).

Survey questions are different than those used in the teacher survey; questions are designed specifically for the unique roles of other professionals. The surveys should be administered utilizing other modes by all guidance counselors, librarians and speech pathologists who have reg-

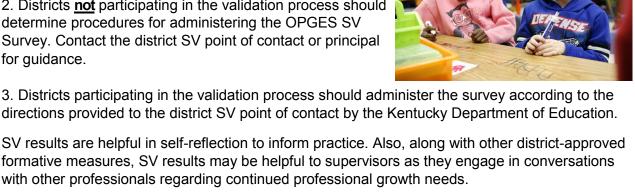
All districts administer the OPGES Student Voice Survey (currently undergoing validation) as part

Evaluation Plan (CEP). Steps: 1. Determine if the district is participating in the OPGES Student Voice (SV) Survey validation process. Contact the

2. Districts **not** participating in the validation process should determine procedures for administering the OPGES SV Survey. Contact the district SV point of contact or principal for guidance.

district SV point of contact or principal to verify this.

3. Districts participating in the validation process should administer the survey according to the directions provided to the district SV point of contact by the Kentucky Department of Education. SV results are helpful in self-reflection to inform practice. Also, along with other district-approved formative measures, SV results may be helpful to supervisors as they engage in conversations



Library Media Specialist survey questions

Additional OPGES SV Resources:

Counselor survey questions

Speech Language Pathologist survey questions

ASL and ELL Student Voice access support – OPGES

OPGES Student Voice Implementation Guide

Novice reduction webpage spotlight

In the February edition of the Next Generation Professionals (NGP) newsletter, the department made connections between novice reduction, the Kentucky Framework for Teaching (KyFfT) and the Characteristics for Highly Effective Teaching and Learning (CHETL). To deepen the connections and enhance effective practice, the Novice Reduction for Gap Closure website has

- been updated: Resources for mathematics, literacy, culturally responsive pedagogy and co-teaching for gap closure have been added. Printable diagnostics are available and can be used as interactive tools to ensure intentional
- focus on core instruction at the classroom and school levels.
- Classroom level diagnostics are available and allow educators to collect data needed to determine next steps for the school's novice reduction plan. Educators use these diagnostics as
- they conduct walk-through observations. The data collected informs schoolwide leverages for core instruction that reduces the number of novice students. Diagnostics for core instruction can be accessed from the <u>Instruction</u> overview page.

For questions or help with Novice Reduction plans and resources, contact one of the regional

<u>coaches</u> or Linda Rains, <u>lindarains2@education.ky.gov</u>, state coordinator.